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ABSTRACT

This document summarizes the activities of the University of California, Los Angeles's (UCLA's) Department of Library and Information Science (DLIS) Doctoral Program Committee, 1996-97. These activities are organized into two main areas: Operations and Students. Doctoral Program Committee (DPC) operations outlined include: preparing major policy documents; drafting and submitting a proposal to the U.S. Department of Education for continuation of three doctoral fellowships in LIS; completing updates for the three area reading lists used by students to help prepare for the written qualifying examinations; summarizing the results of the 1995-96 curriculum review; preparing a proposal to the Graduate Division for changes to the Ph.D. program; and purchasing and installing new computer workstations and research software. The document then focuses on DLIS doctoral students and discusses: admissions and recruitment efforts; qualifying exams; dissertation defense; and financial awards. Selected DLIS Ph.D. student accomplishments and the 1997-98 Annual Report are appended. (AEF)

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ED 439 707

Annual Report
Doctoral Program Committee
Department of Library and Information Science
UCLA
Academic Year 1996-97

Leah A. Lievrouw (Convener)
Greg Leazer
Beverly Lynch
Susan Abler (*ex officio*)
Cynthia Mediavilla (Student Representative)

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In 1996-97 the DLIS Doctoral Program Committee completed a wide range of tasks. Because two of the faculty members of the Committee (Lievrouw and Leazer) were on sabbatical during the spring term, many of these activities were performed during the first two quarters of the year. However, both members continued to work through the spring quarter on Committee work, including the proposal to the Department of Education for continuation of doctoral fellowships, the final proposal to the Graduate Division for Ph.D. program changes, the spring administration of the written qualifying examinations, and doctoral student financial aid awards for 1997-98.

The Committee's activities are summarized below, organized into two main areas: Operations and Students.

Operations

During 1996-97 the Doctoral Program Committee prepared several major policy documents for the program. In line with University requirements for all units employing apprentice academic personnel, the first edition of the DLIS *TA/SR Guidelines* was approved, including policies for teaching assistant/special reader selection, training, tasks and assignments, and evaluation. The document also outlines the responsibilities of faculty who supervise apprentice academic personnel and of the Department's TA/SR Coordinator.

The Committee convener (Lievrouw) also drafted and submitted a proposal to the U.S. Department of Education for continuation of three doctoral fellowships in LIS under Title II-B of the Higher Education Act (award #R036B50015). The grant continuation proposal requests a total of $72,000 for stipends and institutional support. In the proposal, the general goals of the Ph.D. program are summarized, and the Program's performance to date on the original project's two major objectives is discussed. In addition, a status report is provided for all three of the students currently holding the fellowships (Benoit, Gracy, and Gross), focusing on their fulfillment of the Department of Education's "absolute priorities" for the LIS fellowships.

In mid-year, the Committee finished the 1996-97 updates for the three area reading lists, used by students to help prepare for the written qualifying examinations. Though the current DLIS Student Handbook specifies that the lists must be updated by the end of each spring quarter, the updates were not completed in 1995-96 and so faculty were asked in the fall quarter of 1996 to suggest deletions and/or additions to the lists. By late winter quarter faculty suggestions had been submitted and the lists were updated. Given the delays this year, and the problems the delays caused for students preparing for the spring administration of the examinations, the DPC considered changing the update period to the start of the academic year.

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The Committee also summarized the results of the 1995-96 curriculum review (including two departmental Ph.D. curriculum retreats that were conducted in Spring 1996), and prepared a proposal to the Graduate Divsion for changes to the Ph.D. program reflecting the faculty's priorities. The changes are scheduled to be implemented in Fall 1997. The proposal includes four new courses (introductory doctoral proseminars in each of the three program areas, and a new doctoral-level research design course), raising the number of doctoral-level courses in the Department from three to seven. In addition, the proposal sets out new requirements for a three-course cognate taken outside the department; three methods courses beyond the research design course; participation in an ongoing departmental research colloquium; and research apprenticeship experience.

Other operational activities of the Committee included the purchase and installation of new computer workstations and research software for the second-floor research lab, for the use of doctoral students and faculty. This equipment and software (plus a multimedia workstation for the first-floor instructional lab used primarily by MLIS students) were purchased using institutional support funds from the DOE doctoral fellowships. Planning was started on a campaign to publicize the program and recruit students, with the assistance of personnel from the Office of Student Services and the GSE&IS Office of Communications. And after a year of requests and negotiation with GSE&IS operations personnel, new furnishings for eight carrel-type workspaces were installed in the second-floor Ph.D. student study area, including lighting, locking cabinets and taboret/drawer units. The new furnishings were purchased with funds from the School and institutional support funds from DOE doctoral fellowships. Each carrel is shared by more than one student; demand for the spaces is expected to be at a premium when the eight new students enter in Fall 1997.

Students

1996-97 was a very active year for DLIS doctoral students, and the DPC provided them assistance in a number of areas. Two new doctoral students were admitted in the fall of 1996 (Petrou, Stauffer), and two graduated during the year (Hirsch, Shatford-Layne), to maintain a total number of 22 students currently enrolled in the program. Two students took leaves of absence during 1996-97. The Committee reviewed 28 applications for admission for the 1997-98 academic year, and made eight offers of admission, all of which were accepted (28.6% of the original pool). Of the eight entering students, four are from California, two from other states in the U.S., and two are foreign students coming from Korea and Ireland. The eight new students will raise the total number of students in the program to 30 in 1997-98, which exactly meets the goals for growth set out in the 1994 GSE&IS Merger Document.

The DPC's recruitment efforts in 1996-97 included a major information meeting in the fall quarter for prospective applicants from the MLIS program and the Southern California Area. In addition, the Committee hosted visits to campus by four of the applicants for fall 1997, all of whom later accepted offers of admission.

During the year five students took the written qualifying exams. One student took the exams in the winter quarter under the old administration procedures (preparing bibliographies and area descriptions for all three areas). Four others took the exams under the new administration procedure (preparing only one "major area" bibliography and area description, and taking standardized minor exams in the other two areas), during the spring quarter. Per the new administration procedures, the DPC named readers and tie-breakers in the fall quarter for the minor exams, who wrote and submitted the minor area questions for DPC approval and evaluated the students' answers. Of the five students taking the exams in 1996-97, One student passed all three areas on the first attempt; two passed two of the three areas, and will retake the third area exam;

and one failed two of the three areas and will re-take the entire series (the results are not yet complete for the fifth student).

Three students defended dissertation proposals and advanced to candidacy during the year (Lu, Henstell, Monroe). One or two others were about to defend their proposals at the close of the spring quarter.

While the DLIS Student Handbook states that each year all doctoral students not yet advanced to candidacy must participate in an annual review during the spring quarter, the DPC decided at the start of the academic year to make a one-year exception due to the spring sabbaticals of two of its faculty members. The 1996-97 review meetings will be postponed until early in the fall 1997 quarter. However, students and their advisors were asked to submit evaluations, self-statements and examples of work by the end of the spring quarter in preparation for the fall review meetings.

The Committee is also responsible for making financial aid awards to doctoral students, as well as awards to support student travel to national and international conferences where they present papers, and limited travel assistance to perform dissertation research. During 1996-97 four travel awards were made to three students whe presented refereed conference papers (Caidi, Saxton, Gross). Three students (Benoit, Gracy, and Gross) received Department of Education doctoral fellowships, and other students in the program were awarded a total of approximately $60,000 in unrestricted financial aid from the University. In the spring quarter the DPC made award decisions for 1997-98, including the three DOE fellowships and approximately $70,000 of unrestricted financial aid from the University. Two students were nominated for University Dissertation Fellowships, and one student (Gross) was nominated for the Osborn Fellowship.

While the DPC was actively involved in many student activities, the students themselves had a very strong record of achievement in 1996-97. Student fellowships, conference papers and publications, research and teaching assistantships, and other selected distinctions are listed in the Appendix to this report.

We look forward to another productive year in 1997-98, especially as we welcome the largest entering class in the history of the program and introduce new courses and requirements to our curriculum.

Respectfully submitted,

Leah Lievrouw

Leah A. Lievrouw, Associate Professor
Convener, Doctoral Program Committee

Appendix

Selected Ph.D. Student Accomlishments
Department of Library and Information Science, UCLA
Doctoral Program Committee
Annual Report
Academic Year 1996-97

Publications

Gross, M. Pilot Study on the Prevalence of Imposed Queries in a School Library Media Center. *School Library Media Quarterly*, 25 (Spring 1997): 157-166.

Gross, M. Library Service to Pregnant Teens: How Can We Help? *School Library Journal*. (In press).

Gross, M. Children and Books [book review]. *The Library Quarterly*. (In press).

Mediavilla, C. The war on books and ideas: the California Library Association and anti-Communist censorship in the 1940s and '50s. *Library Trends* (in press).

Mediavilla, C. Homework Assistance. In C. A. Nichols and M.A. Nichols. *Young adults and public libraries*. Westport, CT: Greenwood (in press).

Mediavilla. C. (1997). A look back at... homework assistance in public libraries. *California Libraries*, 7(2), 5.

Mediavilla, C. (1996). A look back (at Harriet G. Eddy, County Library Organizer). *California Libraries*, 6(9), 15.

Walter, Virginia A. and Melissa Gross. *HIV/AIDS Information for Children: A Guide to Issues and Resources*. New York: H. W. Wilson Company, 1996.

Conference Papers

Caidi, N. & Lievrouw, L. (February 13-16, 1997). Using Socio-Technical Analysis to Study the Development of the Information Superhighway: a Cross-National Pilot Study. Sunbelt XVII, Annual Meeting of the International Network for Social Network Analysis, San Diego, CA

Caidi, N. (April 11-12, 1997). One Service But Multiple Frames: Universal Service in the Information Age. Western States Graduate Student Communication Conference, University of Southern California.

Caidi, N. & Lievrouw, L. (May 22-26, 1997). Momentum, Resistance and the Construction of the Information Superhighway: a Pilot Study Using Socio-Technical Analysis. 47th Annual International Communication Association (ICA) Conference, Montréal, Quebec (Canada).

Lievrouw, L. and Caidi, N. (October 10-13, 1996). Using Socio-Technical Analysis to Stud[illegible]he Information Superhighway: A Cross-National Pilot Study of NII Texts. Joint conference of t[illegible] Society for Social Studies of Science (4S)and the European Association for the Study of Science and Technology (EASST), Bielefeld, Germany.

Gracy, K. (March 7, 1997). Serving at the Pleasure of the Board: the Tenure of Tessa Kelso at the Los Angeles Public Library, 1889-1895. *Thinking Gender* Graduate Student Research Conference, UCLA.

Gross, M. (February 12-14, 1997). What Do Young Adult Novels Say About HIV/AIDS? Poster presentation, annual conference of the Association for Library and Information Science Education (ALISE), Washington, DC.

Gross, M. (November 13, 1996). AIDS Information in Young Adult Novels: Findings from a Content Analysis. Poster presentation, Fifth Annual UCLA AIDS Institute Scientific Symposium.

Mediavilla, C. (March 7, 1997). Carma Russell (Zimmerman) Leigh: Woman of Vision and Influence. *Thinking Gender* Graduate Student Research Conference, UCLA.

Mediavilla, C. (May 31, 1997). Carma Russell (Zimmerman) Leigh: Woman of Vision and Influence. Western Association of Women Historians, Monterey, CA.

Petrou, A. D. (February 21-23, 1997). Information Policy Issues: Social Clutter or Discourse for the Information Society? Mephistos Conference, UCLA.

Petrou, A. D. (April 11-13, 1997). Information Society: Theoretical arguments that place economic efficiency within a social framework. Western States Graduate Communication Conference, University of Southern California.

Saxton, M. (February 12-14, 1997). Reference Service Evaluation and Meta-Analysis. Presented at the annual conference of the Association for Library and Information Science Education (ALISE), Washington, DC.

Fellowships

Gerald Benoit, Karen Gracy, and Melissa Gross. Recipients of doctoral fellowships from the U.S. Department of Education, under HEA Title II-B, academic year 1996-97.

Cindy Mediavilla. Recipient of California Library Association Research Grant (sponsored by Demco), 1997 Summer Research Assistantship/Mentorship Program in theHumanities and Social Sciences

Bruce Henstell. Recipient, Research Fellowship, University Elementary School, UCLA.

Other Honors

Nadia Caidi

Selected to participate in a three-week intensive graduate program organized by the Office of Information of the United Nations, in Geneva (July 7-25th, 1997).

Top 3 Paper Award, Communication and Technology Division, International Communication Association, May 1997 (with Dr. Leah A. Lievrouw).

Recipient, student travel award, Society for Social Studies of Science, to present paper at annual conference in Bielefeld, Germany.

Holly Gardinier

Assistant coordinator, Research in Music Librarianship Roundtable session, Music Library Association annual meeting, New Orleans, LA, February 1997

Elected Co-Chair of the Research in Music Librarianship Roundtable, Music Library Association.

Matthew Saxton

Recipient of the 1997 ALISE Methodology Paper Award.

Cheryl Boettcher Tarsala

Selected by OCLC as one of 10 presenters throughout the country to give west coast workshops introducing the new edition of DDC.

Committee Activities

Nadia Caidi

Organizer and planning committee member for Mephistos 1997, the 16th Graduate Student Conference on the History, Philosophy and Sociology of Science, Technology and Medicine, February 20-23th, 1997, UCLA.

DLIS Student Governing Board Representative

Student representative for DLIS on the GSE&IS Executive Committee

Coordinator, Campus-wide National Library Week activities

Karen Gracy

Student Member, DLIS Faculty Search Committee

Member, Mephistos Planning Committee

Melissa Gross

Member, Frances Clarke Sayers Lecture Advisory Committee

Cindy Mediavilla

Student Member, DLIS Doctoral Program Committee

Member, Mephistos Planning Committee

Anastasos D. Petrou

DLIS Student Governing Board Representative, Communications Chair

Suzanne Stauffer

Coordinator, Campus-wide National Library Week activities

University Research, Teaching and Service Work

Melissa Gross

Graduate Student Researcher (Dr. Virginia Walter, supervisor)

Shaojun Lu

Teaching Assistant, East Asian Languages and Cultures, College of Letters and Sciences, UCLA.

Cindy Mediavilla

Assistant Coordinator, DLIS Continuing Education Program [with Dr. Virginia Walter]

Assistant to the Executive Vice Chancellor, Dr. Charles Kennel

Graduate Student Researcher, assisting with ALA Council on Accreditation review of Department's MLIS program (Dr. Michéle Cloonan, supervisor)

Anastasos D. Petrou:

Graduate Student Researcher, Quality Education Forum (QEF) project, Center for Research on Evaluation, Standards and Student Testing (CRESST/UCLA) (Dr. Leah Lievrouw, supervisor and project director; Acting Dean Eva Baker, principal investigator)

Suzanne Stauffer

Graduate Student Researcher, The University Transition project, UCLA Department of Education (Dr. Buzz Wilms, supervisor)

Assistance with PhD Student Recruitment

Nadia Caidi
Karen Gracy
Cindy Mediavilla
Anastisis D. Petrou
Suzanne Stauffer

Annual Report
Doctoral Program Committee
Department of Library and Information Science
University of California, Los Angeles
Academic Year 1997-98

Leah A. Lievrouw (Convener)
Anne Gilliland-Swetland
Virginia Walter
Susan Abler (*ex officio*)
Cary Whitcup, Office of Student Services (Observer)
Suzanne Stauffer (Student Representative)

1997-98 has been another busy year for the DLIS Doctoral Program. The Doctoral Program Committee admitted the largest cohort of new students in the history of the program and administered the first year of a revised doctoral curriculum, in addition to its usual tasks of overseeing written qualifying examinations, making student financial awards, and otherwise facilitating the work of PhD students and faculty. This year, the Committee conducted two rounds of Annual Reviews: one round was held in the fall for the previous academic year (1996-97) and the other (for the current year) was held in the spring quarter.

As in past DPC Annual Reports, the Committee's activities are organized into sections for Operations and Students.

Operations

New curriculum. During 1996-97 the Doctoral Program Committee supervised the introduction of four new doctoral-level courses (LIS 213, 214, 215, and 291: the new proseminars and an introduction to research course) as part of the revised PhD curriculum. In addition, LIS 272 was revised and offered as a colloquium series which all students beginning with the 1997 entering class are required to take until advancement to candidacy. Prof. John Richardson taught the proseminar in Information Policies and Issues (LIS 214) in the fall quarter; Prof. Greg Leazer taught the Information Storage and Retrieval proseminar (LIS 213) in the winter quarter, and Prof. Marcia Bates taught the Information Seeking and Use proseminar (LIS 215) in the spring quarter. Prof. Leah Lievrouw taught LIS 291, Introduction to Research Design and Methodology, in the fall quarter. Prof. Lievrouw also coordinated the research seminar/colloquium series (LIS 272) in all three quarters.

The advanced doctoral seminars (LIS 273, 274, and 275) were taught concurrently with the proseminars due to the small number of students who needed to take the advanced seminars this year. This was an exceptional situation, however, and all of the proseminars and advanced seminars will be taught as individual courses in future years.

The new curriculum also required students to work with their advisors to design their own three-course cognate areas, select three appropriate methodology courses, and to engage in research apprenticeship experiences each quarter. All of the first-year students, and several more advanced students who elected to take cognates, submitted cognate proposals to the DPC for approval this spring. Students identified and began taking methods courses in Departments across campus; and they participated in a variety of research projects and graduate research assistantships.

The DPC initiated an evaluation process for the new curriculum that will gather data over the next two to three years, with adjustments or revisions to be made based on the findings. Virginia Walter agreed to head up the evaluation process.

Student support. The DPC provided a substantial amount of finanacial support to students this year. Approximately $70,000 in unrestricted University fellowship money was awarded to entering and continuing students. Three students (Karen Gracy, Marjorie Rauen, and Kalpana Shankar) recieved U.S. Department of Education doctoral fellowships (1997-98 is the last year of that fellowship program under Title II-B of the Higher Education Act). The Committee made seven awards totaling $4700 to students for presentations at national or international conferences and for dissertation research. Two students received Dissertation Year Fellowships from the University (one of whom graduated in spring 1998); students also received Project '88 support, an Advancement to Candidacy award, and the Mardellis and Scott Fellowships. Students worked as GSRs, teaching assistants, and special readers for projects and classes for DLIS and across campus.

Written qualifying examinations. Three students took written qualifying examinations in 1997-98. Only one student took the entire series of three exams; the other two retook a single area exam each as a consequence of failing those examinations in spring 1997. (Another student who failed one area exam in spring 1997 took a leave of absence and will retake the exam when she returns.) Both students retaking exams passed and moved on to work on their dissertation proposals. The results for the student taking the complete series of exams is pending.

Early in the year the DPC proposed, and the DLIS faculty approved, conducting written qualifying examinations on a double-blind basis: that is, students should not know who the readers are and the students' identities should be concealed from the readers. The DPC selected readers and tie-breakers in each area under the new system, which will continue in effect for future exam administrations.

In 1997-98, the Committee continued to struggle with the process of updating the qualifying exam area reading lists. The current Student Handbook stipulates that the faculty readers in each of the three areas are responsible for updating the lists in the spring quarter for the following year. The Committee itself solicited input from all DLIS faculty and created the first editions of the lists in 1995-96, and then circulated requests for changes to the faculty in spring 1996. At that time, faculty response was slow, and the lists were not updated until the end of the fall 1996 for students who took the exams in the winter and spring quarters of 1997. This contributed to some of the frustrations with the exam process that students reported to the DPC that spring. At the end of the year the DPC decided that scheduling the updates at the end of the year seemed too inconvenient for faculty, and agreed to move the revisions to the start of the academic year.

Despite several rounds of reminders and requests to faculty beginning in the fall quarter, however, the reading lists went unrevised in 1997-98. Fortunately, because only three students were involved in the exams this year, and two of those were retaking exams from spring 1997, the impact on student preparation was minimal. Nonetheless, as the large first-year cohort moves into its second year and begins to prepare for their written qualifying examinations, the process of revising the lists in a timely way will become critical, and will be an important issue for the new Committee to address in the fall.

Equipment and facilities. Along with the rest of the Department, the Doctoral Program was seriously affected by the theft of computer equipment from the GSE&IS building in October 1997. New computer workstations in the second-floor research lab, which were purchased

with institutional support funds from the Department of Education fellowships and installed in the spring, were stolen. Department Chair Michèle Cloonan worked with GSE&IS and university staff to gather information about the theft; some of the equipment was replaced soon after the robbery, but the lab's former capacity has not been restored.

At students' request, a telephone line for local calls was installed in doctoral student carrel area. The area itself was heavily used in 1997-98, with two to three students sharing each of the six spaces. Chair Michèle Cloonan is negotiating with the School to obtain more space for the student area so that more carrels can be installed. Adequate space will continue to be a critical issue as the program expands its enrollment in the future, and more students work full-time on campus.

The DPC continued its planning for a campaign to publicize the program and recruit students, with the assistance of Cary Whitcup of the Office of Student Services and Kay Cooperman of the GSE&IS Office of Communications. Though the production of a brochure was a high priority, the Committee did not get a brochure designed or produced this year. The Committee also agreed that a Program website should be designed and posted with links to the Department, School, students, faculty, course materials, and any other information that inquirers might find useful. To this end, the Committee sponsored a student competition for the best website design, with an award of $250. Gerry Benoit presented his design at a colloquium in February, and received the award.

Program publicity and recruitment should clearly be a major priority for the DPC next year.

Other activities. The DLIS *TA/SR Guidelines* that were developed by the DPC and approved by the faculty in 1996-97 were distributed to all students and faculty. Teaching assistantships for the LIS 110 course were offered for the 1998-99 academic year; five students applied for TA positions, and the first appointment was made for the Summer 1998 session. More appointments will be made for the academic year as LIS 110 sections are scheduled and as funds become available.

Students

The admission of eight new PhD students in the fall – the largest cohort ever admitted to the Program – had an immediate effect for the Program's visibility in the Department, the School, and across campus as first-year students took cognate courses and GSR appointments in other Departments. Two students defended dissertation proposals and advanced to candidacy during the year (Matthew Saxton and Gerry Benoit), and two more expect to advance to candidacy this summer. Two students defended disssertations and graduated in the spring (Melissa Gross, Shaojun Lu); two more are expected to defend and finish this summer (David Monroe, Gerry Benoit). Gerry Benoit has accepted a tenure-track appointment at the University of Kentucky, and Melissa Gross will work as an instructor for DLIS during 1998-99. Three students took leaves of absence during the year; another is going on leave during the 1998-99 year to consider whether to continue in the program or return to the private sector.

The Committee reviewed 23 applications for fall 1998 admission, and has made five offers of admission. Another offer is pending receipt of the applicant's GRE results, for a total of six offers expected. To date, four applicants have accepted admission offers; of these, one is from in-state (moving from the Department MLIS program), two are Americans from out of state, and the fourth is a foreign applicant from Italy, who is coming from the University of Bologna. If all six offers of admission are accepted, and if four students graduate as anticipated, there will be a total of 30 students matriculated in the program in the fall. This

number is a little short of the growth target of 35 students for 1998-99 set out in the 1994GSE&IS Merger Document; however, the size of Program will be maintained at the same size as during 1997-98. We are confident that the Program's visibility is growing, and that applications and admissions will accelerate as word of our new faculty hires and innovative programs spreads in the U.S. and internationally.

The DPC held an information meeting in January for MLIS students who were interested in the possibility of changing their degree objectives to the PhD. The Program also sponsored several special meetings and social events, including two "town halls" with the Department Chair and the Committee in October and June; a reception for doctoral students held at the Faculty Center in October; and informal events like the 'research potluck' hosted by Department Chair Michèle Cloonan at her home, and a dinner for students and visiting scholar Bernard Frohmann at the home of DPC Convener Leah Lievrouw. In addition, the DPC helped support our students' co-sponsorship of the Western States Graduate Student Communication Conference, which was held jointly with USC in February. The DPC provided transportation and the Department provided refreshments for a reception for conference participants held at UCLA.

The DLIS Student Handbook directs all doctoral students who have not yet advanced to candidacy to participate each year in an annual review. Reviews for eight students were held in the Fall quarter for the previous academic year (which were postponed from the spring because two DPC members were on leave that quarter). In spring 1998, 16 students underwent reviews, including two that the Committee invited for special reviews because they have been in the program over six years and the DPC wanted an update on their dissertation progress. The DPC requested reviews with three other students whose dissertations have taken longer than expected; however, their advisors turned down the Committee's requests and submitted brief memos describing each student's status. One student (not advanced to candidacy) did not arrange for a review appointment, and two others were on leave.

As in past years, the students themselves showed a very strong record of achievement in 1996-97. Student fellowships, conference papers and publications, research and teaching assistantships, and other selected distinctions are listed in the Appendix to this report.

In closing, I would like to note that this is the last year of the three-year term as DPC Convener that I accepted when I came to UCLA in 1995. Work on the Committee has given me the opporunity to collaborate with many other DLIS faculty. Some of those colleagues have had very divergent views about the PhD program and its place in the Department, but they have all shown enormous care and have invested a great deal of energy and time to help insure the Program's success. It has been a very productive term; through the DPC the Department has demonstrated its commitment to the students and the importance and value of the Program for the Department and the School. We have established procedures, curriculum, and policies that will ensure continuity for the coming years. I have appreciated the chance to help build and administer the Program.

I look forward to the Program's continuing growth and progress in the future.

Respectfully submitted,

Leah Lievrouw

Leah A. Lievrouw, Associate Professor
Convener, Doctoral Program

Selected Doctoral Student Accomplishments
Department of Library and Information Science
Graduate School of Education and Information Studies
University of California, Los Angeles
Doctoral Program Committee
Annual Report
Academic Year 1997-98

(items submitted by students)

PUBLICATIONS

Lu, Shaojun (with Marcia Bates). (1997). An exploratory profile of personal home pages: Content, design, metaphors. Online & CD Rom Review, 21(6), 1-10.

Caidi, Nadia. (July, 1998) [Review of the book Dictionary of Mass-Media and Communication by J. Watson and A. Hill.] To appear in Library Quarterly, 68 (3).

Caidi, Naida. (1997). The development of National Information Infrastructures in Central and Eastern Europe: the content vs. conduit debate. Co-authored with Christine Borgman. In Proceedings of the Mellon Foundation Conference on Library Automation, Warsaw (Poland), October 16-18th, 1997.

Gross, Melissa. (1997). The public library: reliable resource and natural partner. PSAY Network, 5, 10.

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Mediavilla, C. (1997). A look back.... History of a committee. California Libraries, 7 (10), 6-7.

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Stauffer, Suzanne M. (1997). Dangerous ideas. Journal of Information Ethics, 6, 10-12.

Stauffer, Suzanne M. (1998). Selected issues in Holocaust denial literature and reference work. The Reference Librarian, no. 61/62, 189-193 (Co-published simultaneously in Hauptman, Robert and Motin, Susan Hubbs, Eds. (1998). The Holocaust: Memories, Research, Reference. New York : Haworth Press.)

Trosow, Samuel. (Forthcoming). Guest editor, special issue of Legal Reference Services Quarterly entitled "Political Economy of Information: The New Landscape."

CONFERENCE PAPERS AND PRESENTATIONS

Caidi, Nadia. (October 16-18, 1997). The development of National Information Infrastructures in Central and Eastern Europe: the content vs. conduit debate. Mellon Foundation Conference on Library Automation, Warsaw (Poland.)

Caidi, Nadia. (January 6-9, 1998). Development of libraries as cultural institutions in Central and Eastern Europe." Poster presented at annual conference of the Association for Library and Information Science Education (ALISE), New Orleans, LA.

Caidi, Nadia. (April 10-12, 1998). Libraries in the Muslim world: from a traditional to a digital library model. Muslims and the Information Superhighway International Conference (MISIC'98), Indianapolis, IN.

Gross, Melissa. (November 15-18, 1997). The Imposed Query in the School Library Media Center: Preliminary Findings. The 99th Annual Conference of the California Library Association, Pasadena, CA.

Gross, Melissa. (January 6-9, 1998). Imposed Queries in The School Library Media Center: The Evolution of a Descriptive Study. Poster presented at annual conference of the Association for Library and Information Science Education (ALISE), New Orleans, LA.

Gross, Melissa. (March 1998). Child Abandonment and Baby Switching: Persistent Themes in Children's Literature. Presented at the Los Angeles Opera Workshop for Educators, Los Angeles, CA.

Lee, Charlotte. (April 1998). The Utility of Eye Contact in Videoconferencing: Implications for Digital Libraries. Western States Graduate Student Communication Conference, University of Southern California, Los Angeles, CA.

Lu, Shaojun. (January 1998). The transition to the virtual world in formal scholarly communication: A comparative study of the natural sciences and the social sciences. Poster presented at annual conference of the Association for Library and Information Science Education (ALISE), New Orleans, LA.

Mediavilla, Cindy. (November 1997). Going Back to Get Ahead: Getting a PhD. in Library and Information Science. California Library Association conference, Pasadena, CA.

Mediavilla, Cindy. (November 1997). Table Talk: Continuing Education. California Library Association conference, Pasadena, CA.

Mediavilla, Cindy. (November 1997). The War on Books and Ideas: the California Library Association and Anti-Communist Censorship in the 1940s and '50s. California Library Association conference, Pasadena, CA.

Park, Eun. (May 6-8, 1998). The Nature of Authenticity in Multidisciplinary Fields and its Implementation in Electronic Records Management. The 6th National Conference of BAD (Librarians, Archivists and Documentalists Association, Associação de Bibliotecários, Arquivistas e Documentalistas), Aveiro, Centro Cultural Ede, Portugal.

Park, Eun. (March 20-21, 1998). The Concept and Implementation of Authenticity in Electronic Recordkeeping Systems and Communications. Western States Graduate Student Communication Conference "Communication as Exchange", University of Southern California, Los Angeles, CA.

Trosow, Samuel (October 1997). Information Privacy. Presentation to the annual conference of the Western-Pacific chapter of the American Association of Law Libraries, Sacramento, CA.

Trosow, Samuel (March 1998). Pending Intellectual Property Legislation of Interest to Special Librarians. Presentation to the San Andreas chapter of the Special Libraries Association.

OTHER CONFERENCE ACTIVITIES

Caidi, Nadia. (March 10-21, 1998). Co-chair, Western States Graduate Student Communications Conference, University of Southern California, Los Angeles, CA.

Gardinier, Holly. (February 12, 1998). Co-chair and Moderator, Research in Music Librarianship Roundtable, Music Library Association, Boston, Massachusetts.

Petrou, Anastasis. (March 20-21, 1998). Co-chair, Western States Graduate Student Communications Conference, University of Southern California, Los Angeles, CA.

Trosow, Samuel. Member, November 1998 Conference Planning Committee, Librarians' Association of the University of California, Berkeley (LAUC-B). Conference topic: Scholarly Publishing.

INVITED PRESENTATIONS

Benoit, Gerry. (Winter 1998). The Role of Information Technology in the Foreign Language Curriculum. Middlebury College.

Mediavilla, Cindy. (January 1998). Portfolio development. Professional Development course, UCLA, Los Angeles, CA.

Mediavilla, Cindy. (April 1998). Book collecting and conservation. Los Angeles Times Festival of Books, Los Angeles, CA.

Mediavilla, Cindy. (April 1998). Oral history interview research methodology. Historical Research Methodologies course, UCLA, Los Angeles, CA.

FELLOWSHIPS and SCHOLARSHIPS

Benoit, Gerry. (1997-98).
Recipient, Latin American Mobility Fellowship, UCLA.
Recipient, Project '88 Fellowship, UCLA.

Caidi, Nadia. (1997-98).
Doctoral Students to ALISE Award recipient.
Marjorie Mardellis Fellowship Award recipient.

Gracy, Karen. (1997-98). Doctoral Fellowship Recipient, U.S. Department of Education, Title II-B.

Gross, Melissa. (1997-98).
Distinguished Scholar Award recipient, UCLA Alumni Association.
Dissertation Year Fellowship recipient, Graduate Division, UCLA.

Rauen, Marjorie. (1997-98). Doctoral Fellowship Recipient, U.S. Department of Education, Title II-B.

Shankar, Kalpana. (1997-98).
Doctoral Fellowship Recipient, U.S. Department of Education Title II-B.
Scholarship Recipient, Medical Librarians' Association of Southern California.

RESEARCH GRANTS

Mediavilla, Cindy. (1998).
American Library Association Loleta D. Fyan Grant ($10,000). "Homework Centers in the United States."
Center for the Study of Women Graduate Student Travel Grant. Travel to the Washington State Archives to review Carma Zimmerman's files.

RESEARCH, TEACHING AND SERVICE WORK

Caidi, Nadia. (1997-98).
DLIS Showcase. Assisted in planning/staffing of the DLIS booth at the California Library Association Annual Conference, and at the L.A. Times Book Festival.
Graduate Student Researcher for DLIS Chair, Dr. Michele Cloonan
Graduate Student Researcher, Dr. Christine L. Borgman.
Officer, UCLA Student Chapter of ASIS.
Member, DLIS Student Governing Board.
Special Reader for LIS200 "Information in Society" (Dr. Leah A. Lievrouw, Professor, Fall 1997.)
Organizer of events and coordinator of visits to Seeds University Elementary School classrooms for National Library Week.
Teaching Assistant COM101 "Freedom of Communication" (Dawn Ross, Professor).

Mediavilla, Cindy. (1997-98).
Office of the Executive Vice Chancellor. Assistant to the Executive Vice Chancellor.
• Provided support and professional expertise on matters related to the Library Planning and Action Initiative Committee.
• Wrote successful Library Service and Technology Act grant ($185,000).
Department of Library and Information Science, Continuing Education Assistant (96-98)
• Coordinate departmental continuing education activities.

Rauen, Marjorie. (Fall 1997). Special Reader, LIS 200, Prof. Leah Lievrouw, instructor.

Shankar, Kalpana. (1997-98).
Graduate Student Researcher, School Mental health Program, Dept. of Psychology
Volunteer, Graduate Student Mentor Office.
Participant, Professional School Roundtable.
Member, DLIS Student Governing Board.

Stauffer, Suzanne M.(1997-1998).
Graduate Student Researcher, The University Transition project, UCLA Dept. of Education (Dr. Welford Wilms, Dr. Kumar Patel, Dr. Uday Karmarker, principal investigators; 1996-98)
Student member, DLIS Doctoral program committee.
Web search instructor, DLIS Introductory Technology Workshop.

Trosow, Samuel. (Fall 1997).
Instructor of record, LIS 200, San Jose State University School of Library and Information Science (Fall 1997).
Member of the Government Relations Committee, American Association of Law Librarians (1998-2000 term).

New UCLA Catalog Copy for DLIS Ph.D.
Approved by Graduate Division Spring 1997

Library and Information Science
School of Education and Information Studies

Doctoral Degree

Admission

Students are admitted in Fall Quarter only. They may enter with the M.L.S. or M.L.I.S. degree, other advanced degree, or directly out of the Bachelor's degree.

In addition to Graduate Division requirements and application procedures, the department requires satisfaction of the following entrance requirements:

(1) A statistics requirement, satisfied by completing a college-level course with a minimum grade of C.

(2) A statement of purpose which identifies the applicant's proposed area of specialization, accompanied by appropriate evidence of qualifications for pursuing a doctoral program.

(3) Graduate Record Examination (GRE) scores taken within the last five years. There is no minimum score for the GRE, but high scores are regarded favorably. Admitted students typically score over 1,100.

(4) In cases where the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) are required, the department expects a minimum score of 550 on the TOEFL and 4.0 on the TWE. Only in exceptional cases are applicants recommended for provisional admission who do not meet the minimum scores; in such cases, strong evidence of English competency (such as a high verbal GRE score) must be provided.

(5) Evidence of research and writing such as published work, master's thesis, or two research papers written in English.

(6) Three letters of recommendation which address the applicant's interest in and aptitudes for conducting research/scholarship.

(7) Favorable consideration may be given to applicants who have made distinguished contributions to the profession while working as a practicing professional, for instance in publications and/or work with professional societies.

(8) A personal interview may be required. The committee seeks evidence of an appreciation of research and knowledge of potential research topics. The committee is particularly interested in the applicant's commitment to a career in library and information science education and research, signs of originality and inquisitiveness, and good communication skills.

Specialization Areas

Students are expected to specialize in one of three major areas of the curriculum: information storage and retrieval; information seeking and use; and policies and issues in library and information science.

urse Requirements

ninimum of 18 to 21 courses, depending on the student's previous experience and coursework, is required in the Ph.D. program.

Core Courses. The four required core courses are Library and Information Science 213, 214, and 215, and a doctoral-level course in research design (LIS 291).

Specialization Courses. Students are required to take at least three courses in their chosen area of specialization within Library and Information Science. Courses should be chosen with theoretical/research content appropriate to the doctoral level.

Methods Courses. Three graduate-level methods courses are required beyond LIS 291. Courses should be chosen that are coherent and fit the student's research interests (e.g., a series of quantitative, qualitative/ethnographic, or historical methods courses). Methods courses may be taken within the Graduate School of Education and Information Studies or in another university Department or unit as appropriate.

Doctoral Seminars. Three advanced doctoral seminars are required, one in each area of the curriculum as listed above under "Major Areas" (Library and Information Science 273, 274, and 275).

Cognate Courses. Three graduate-level courses are required to be taken as a cognate outside the Department. Not all the courses must be taken in a single discipline; however, together the courses should directly address the student's area of research. The student must prepare a proposal for the cognate early in the program, to be approved by the advisor and the Department Doctoral Program Committee.

Additional Requirements. In addition to the course requirements listed above, doctoral students are required to participate in the Doctoral Research Colloquium and a research apprenticeship each quarter, and to be reviewed annually by the Doctoral Program Committee, until advancement to candidacy.

Written and Oral Qualifying Examinations

The student is required to pass written qualifying examinations in each of the three areas of study listed above. One of the areas is designated by the student as the "major" examination area or specialization, for which an examination is prepared for the individual student; the other two are "minor" areas for which students take standardized examinations. The standardized (minor) written qualifying examinations are scheduled twice a year, in January and April; students must take the major examination in the same quarter as the minor exams. A student who fails one of the three area examinations may repeat that area examination; if two area exams are failed, the student must repeat the entire examination. Students may not take the examinations more than twice.

After passing the written qualifying examinations, the student is required to pass the Oral Qualifying Examination, which is the oral defense of the dissertation proposal. The dissertation proposal and oral defense should be completed within one year after passing the written examinations.

The oral examination covers the significance of the chosen topic of research, the methodology and feasibility of the research, and the depth of the student's knowledge in the specific field of the dissertation research.

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Having passed the oral qualifying examination, the student may proceed to carry out the research and writing of the dissertation.